JOB DESCRIPTION

Job Title: HEADTEACHER

Salary: Leadership Point L15-L21

Responsible to: The Governing Body, Local Authority and Diocese

Responsible for: All staff, volunteers and children within the school

Starting date: 1st January 2026

The headteacher embodies and inspires the ethos and culture of the school, securing their vision with all the members of the school community. The headteacher establishes and ensures a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential whilst giving due regard to teaching, leadership and management needs of the school. The headteacher will fully understand the current legal requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children and will ensure that all requirements are met.

General Duties and Responsibilities

To carry out the duties of the headteacher as set out in the current School Teachers’ Pay & Conditions Document and aspire to fulfil the National Headteacher Standards (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

To be Designated Safeguarding Lead.

The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers’ Pay and Conditions document and other current educational and employment legislation and guidance, including that of the Department for Education.

In carrying out their duties, the headteacher shall consult, where appropriate, with the Local Authority, the Diocese, the governing body, the staff of the school, its pupils and the parents of its pupils.

This job description may be amended at any time following consultation between the headteacher and Governing Body. This document should be reviewed regularly, in line with the National Standards of Excellence for Headteachers, changes to the STPCD and through appraisal procedures.

AREAS OF RESPONSIBILITY

Oversee the implementation of the school’s recently developed curriculum and monitor its impact.

Understand the new Ofsted framework.

Ensure the clear articulation of Christian values for the school; that this is shared, understood and acted upon effectively by all.

Work within the school community including the Diocese to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.

Demonstrate the distinctive vision and values in everyday work and practice in order to develop a shared culture and positive climate.

Ensure creativity, innovation and contemporary educational thinking to achieve excellence.

Ensure that the strategic planning takes into account the diversity, values and experience of the school and community at large whilst maintaining the distinctive caring ethos of the school.

To work with the Governing Body, staff, and other stakeholders to uphold a shared vision and strategic plan for the school development. Our vision expresses core educational values and moral purpose and is inclusive of stakeholders’ values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

STRATEGIC DEVELOPMENT

Create and maintain an organisational structure which reflects the school’s values and enables the leadership systems, structures and processes to work effectively in line with legal requirements.

Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.

Ensure that, within an autonomous culture, policies and practices take account of the Diocesan, national and local circumstances, policies and initiatives.

Manage the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and initiatives, receiving training where necessary to ensure a sound understanding of educational budgets and rigorous financial management.

Recruit, retain and deploy staff appropriately and manage their workload to achieve the visions and goals of the school.

Establish rigorous, fair and transparent systems and measures for managing performance of all staff, addressing any underperformance, supporting staff to improve and valuing and sharing excellent practice.

Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

LEADERSHIP AND MANAGEMENT

The headteacher will provide effective organisation, leadership and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.

The headteacher will ensure that the school and the people and resources within it are organised, led and managed to provide an efficient, effective and safe learning environment.

These leadership responsibilities are to include the monitoring of the roles and responsibilities of those adults working in the school ensuring a happy workforce where roles are clearly identified and are mutually beneficial.

The headteacher will ensure that resources are deployed to achieve value for money and should also seek to build successful organisations through effective collaborations with others.

THE QUALITY OF EDUCATION

To hold central responsibility for raising the quality of learning and teaching, and for pupil achievement. This includes monitoring and evaluating the effectiveness of learning outcomes as well as setting high expectations.

A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning. The headteacher will do this by: Ensuring a consistent and continuous school-wide focus on pupil achievement, using data and benchmarks to monitor progress of every child’s learning. Ensuring a culture and ethos that challenges and supports, so that all pupils can make good progress, achieve success and take ownership of their own learning. Demonstrating ambitious standards for all pupils. Ensuring all learners receive appropriate challenge and support appropriate to their needs. Challenging underperformance at all levels and ensure effective appropriate action and follow-up.

Establish creative, responsive and effective approaches to learning and teaching. Determining, organising and implementing a diverse and flexible curriculum and ensuring a continuous effective assessment framework.

Ensuring that learning is at the centre of strategic planning and resource management.

Implementing strategies which secure high standards of behaviour and attendance within the ethos of a Church school.

Monitoring, evaluating and reviewing classroom practice and promote improvement strategies where necessary.

Leading by example, and teaching when and where required to do so.

Taking a strategic role incorporating new and emerging technologies (which have proven benefit) to enhance and extend the learning experience of pupils.

PERSONAL DEVELOPMENT AND DEVELOPING OTHERS

Effective headteachers manage themselves and their relationships with others well; building and supporting a professional learning community that helps others to achieve. Through performance management and continuing professional development (CPD), the headteacher will support staff to achieve high standards. To manage the complexity of a school environment, be committed to their own continuing professional development, including distinctive training and development as appropriate for Church school leadership.

Always treat people fairly, equitably and with dignity and respect, to create and maintain a positive school culture.

Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

Instil a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.

Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.

Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.

Regularly review own practice, set personal targets and take responsibility for own personal development.

Manage own workload and that of others to allow appropriate work/life balance.

Continue to build on the development of Courageous Advocacy.

To continue and develop the school ethos, culture and curriculum which takes account of the richness and diversity of the school’s communities, whilst maintaining the distinctive nature of the school.

Ensure learning experiences for pupils are linked into and integrated with the wider community, including the Church community. Ensure a range of community-based learning experiences, building on links with the Church and the Diocese of Worcester.

Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development. Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its values within the wider community.

Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.

Co-operate and work with relevant agencies to protect children.

Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

VISION, ETHOS AND COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. The headteacher is committed to engaging with the internal and external school community to secure equity and entitlement.

They will collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

St Richard’s C.E. First School is committed to safeguarding and promoting the welfare of children and young people. The headteacher will be the Designated Safeguarding Lead. They are expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people. They will be expected to hold all staff, volunteers and governors accountable for their contribution to safeguarding regulations.

Specifically: To ensure any policies and procedures adopted by the Governing Body are fully implemented and followed by all staff. Sufficient resources and time are allocated to enable a designated person, deputies and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

Ensure compliance with statutory “Keeping Children Safe in Education” requirements.

 Ensure compliance with Prevent duty guidance.

Ensure staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing practices.

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Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.

Co-operate and work with relevant agencies to protect children. Promote positive strategies for challenging racial and other prejudices.